

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

**Arlington School Committee
Standing Subcommittee: Superintendent Search Process Committee
Friday, August 28, 2020
4:00 PM**

Hi there,

*You are invited to a Zoom webinar.
When: Aug 28, 2020 04:00 PM Eastern Time (US and Canada)
Topic: ASC Superintendent Search Process Committee*

*Register in advance for this webinar:
https://us02web.zoom.us/webinar/register/WN_PpLk-c0MQIa77TQNdm-hg*

After registering, you will receive a confirmation email containing information about joining the webinar.

Open Meeting

Public Participation

Receive MASC Focus Group Report

Discussion: MASC Recruitment Brochure

- *Descriptor of Town and District*
- *District data and information*
- *Formal timeline*

Screening Committee

*Size of committee and recruitment of members
Prototypical Search Committee*

Committee of Thirteen Members

*School Committee Members (3)
Central Office Administrator (1)
Principal (2 – representing different levels)
Teachers (3 – representing three levels)
Parents (3 – representing three levels)
Municipal Government Representative (1)*

Optional: Two additional Special Education Representative (1); as an alternative, one of the parents in the original group could represent SPED.
Citizen representing underrepresented constituency (1) (i.e., minority, ELA, etc.)

This does not rule out encouraging minority faculty or community members to be selected in the upper group.

New Business

- *Future Meeting Dates*

Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted By: Paul Schlichtman, Chair of the Superintendent Search Subcommittee

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Karen Fitzgerald at kfitzgerald@arlington.k12.ma.us in advance of the meeting.



Town of Arlington, Massachusetts

Remote Zoom Meeting

Summary:

Hi there,

You are invited to a Zoom webinar.

When: Aug 28, 2020 04:00 PM Eastern Time (US and Canada)

Topic: ASC Superintendent Search Process Committee

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Town of Arlington, Massachusetts

Open Meeting

ATTACHMENTS:

Type	File Name	Description
□ Reference Material	Remote_Meeting_Script_(00022231xA050C).pdf	Remote Meeting Script
□ Reference Material	Remote_Participation_Checklist_for_COVID-19_Emergency_(00022229xA050C).pdf	Remote Participation
□ Reference Material	Supplement_re_Remote_Participation_During_Coronavirus_State_of_Emergency_Checklist_and_Script.pdf_(00022235xA050C)_(1)_(1).pdf	Supplement_re_Remote

DRAFT SCRIPT FOR REMOTELY CONDUCTED OPEN MEETINGS

Confirming Member Access:

As a preliminary matter, this is [identify meeting manager – Chair, support staff, etc.]. Permit me to confirm that all members and persons anticipated on the agenda are present and can hear me.

- Members, when I call your name, please respond in the affirmative. *State each members' name.*
- Staff, when I call your name, please respond in the affirmative. *State each staff members' name.*
- Anticipated Speakers on the Agenda, please respond in the affirmative. *State each anticipated speakers' name.*

Introduction to Remote Meeting:

Good morning/afternoon/evening. This Open Meeting of [Insert Public Body Name] is being conducted remotely consistent with Governor Baker's Executive Order of March 12, 2020, due to the current State of Emergency in the Commonwealth due to the outbreak of the "COVID-19 Virus."

In order to mitigate the transmission of the COVID-19 Virus, we have been advised and directed by the Commonwealth to suspend public gatherings, and as such, the Governor's Order suspends the requirement of the Open Meeting Law to have all meetings in a publicly accessible *physical* location. Further, all members of public bodies are allowed and encouraged to participate remotely.

The Order, which you can find posted with agenda materials for this meeting allows public bodies to meet entirely remotely so long as reasonable public access is afforded so that the public can follow along with the deliberations of the meeting.

Ensuring public access does not ensure public participation unless such participation is required by law. This meeting [will/will not] feature public comment.

For this meeting, [Insert Public Body Name] is convening by [telephone conference/video conference via Zoom App/Facebook Live/etc.] as posted on the Town's Website identifying how the public may join.

For “Zoom” Meetings

Please note that this meetings is being recorded, and that some attendees are participating by video conference.

Accordingly, please be aware that other folks may be able to see you, and that take care not to “screen share” your computer. Anything that you broadcast may be captured by the recording.

Meeting Materials

***For Novus Agenda-Supported Meetings:** All of the materials for this meeting, except any Executive Session materials, are available on the Novus Agenda dashboard, and we recommend the members and the public follow the agenda as posted on Novus unless I/The Chair notes otherwise.

***For Non-Novus Supported Meetings:** All supporting materials that have been provided members of this body are available on the Town’s website unless otherwise noted. The public is encouraged to follow along using the posted agenda unless I/The Chair notes otherwise.

Meeting Business Ground Rules

We are now turning to the first item on the agenda. Before we do so, permit me to cover some ground rules for effective and clear conduct of our business and to ensure accurate meeting minutes.

- I/the Chair, will introduce each speaker on the agenda. After they conclude their remarks, the Chair will go down the line of Members, inviting each by name to provide any comment, questions, or motions. Please hold until your name is called. Further,

- Please remember to mute your phone or computer when you are not speaking;
 - Please remember to speak clearly and in a way that helps generate accurate minutes
- For any response, please wait until the Chair yields the floor to you, and state your name before speaking.
- If members wish to engage in colloquy with other members, please do so through the Chair, taking care to identify yourself.
- For Items with Public Comment:
 - The Chair will first ask members of the public who wish to speak to identify their names and addresses only;
 - Once the Chair has a list of all public commentators, I will call on each by name and afford 3 minutes for any comments.
- Finally, each vote taken in this meeting will be conducted by roll call vote.

[Any additional preliminary comments tailored to meetings]

REMOTE PARTICIPATION MEETING CHECKLIST

In Advance of Meeting

- All non-emergency items properly posted *at least* 48 hours in advance
- “Executive Order on Remote Participation” is posted with agenda
- All members received the same documents for meeting
- Supporting documents posted on Novus or Town website (does not have to be 48 hours in advance unless required by law)
- For meetings with public participation, encourage written public comments

Initiating Meeting

- Confirm that all Members are present and can hear each other
- Read Preamble to Remote Meetings
- Note materials for meeting available online through Novus or Town website for the public
- Introduce all members, staff, and persons on the agenda
- Cover “ground rules”

For “Zoom” Meetings

- Disable Chat Function for Participants
- Click “Record Meeting”
- Advise Participants that Meeting is Being Recorded
- Caution Participants About Screen Sharing

During Meeting

- Each speaker states their name before each presentation, comment, or question
- All votes taken by roll call
- Meeting Minutes reflect remote status

Technical Difficulties

- If technical difficulties arise, Chair suspends meeting while attempts to resolve are made
- Keep accurate minutes noting any disconnections and reconnections of members



Town of Arlington Legal Department

Douglas W. Heim
Town Counsel

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To: Select Board

Cc: Town Committees and Commissions; Adam Chapdelaine, Town Manager; John Leone, Town Moderator

From: Douglas W. Heim, Town Counsel

Date: March 18, 2020

Re: Supplement – Remote Meeting Checklist and Guidance

Please receive this Supplement to the Memoranda from this Office of March 11, 2020, and March 13, 2020 regarding the Town’s options for conducting meetings during the coronavirus (or “COVID-19”) State of Emergency in the Commonwealth.

As you will recall, meetings by telephone or video conference during the State of Emergency may proceed with all participants engaging remotely, so long as “alternative means of public access” is provided.¹ Public access can be provided by allowing the public to call in or otherwise join meetings remotely so that they can see and/or hear what takes place at remote participation meetings. To assist you in availing yourselves of these options, this Office has developed a checklist and script for Chairs and administrative support staff for remotely

¹ Certain hearings require additional consideration where public comment and/or participation is required.

conducted open meetings which you will find attached. These documents are intended as guides primarily to ensure the following:

- Accurate meeting minutes can be recorded;
- All other requirements of the Open Meeting Law are met;
- The public understands the modifications to the Open Meeting Law during the State of Emergency; and
- Chairs are able to effectively used new technologies such as the “Zoom” app effectively.

Please keep in mind that unlike some other users of teleconference or videoconference technology, it is essentially that a government body’s business can be accurately understood and recorded in meeting minutes, and that the public can follow along.

If specific circumstances of your meeting require further counsel, such as conducting an executive session by remote meeting, please contact this Office at your convenience for further support.



Town of Arlington, Massachusetts

Public Participation



Town of Arlington, Massachusetts

Receive MASC Focus Group Report

ATTACHMENTS:

Type	File Name	Description
Reference Material	Arlington_Focus_Group_Report_-_Final.pdf	Focus Group

MEMORANDUM

To: Arlington School Committee

From: Kathleen Kelly, Field Director, MASC
Glenn Koocher, Executive Director, MASC

Date: August 12, 2020

RE: Focus Groups Summary Report

This is a summary report of the focus groups and a general summary of the findings of the on-line survey developed by MASC to facilitate the work of the Arlington School Committee in its search for a new superintendent of schools. It is designed as a guide for the school committee to develop a profile of the desired superintendent, as well as a tool for candidates to prepare for the application and interview process.

MASC facilitated 16 community meetings that included administrators, teachers and staff, members of the community at-large, recent alumni, parents of English Language Learners, members of the special education parent advisory council and parents with interest in children with special needs, and civic leaders from the town meeting and the finance and capital planning committees. Overall over 220 people participated in live interviews while more than 1,000 people took the on-line survey.

Arlington is a five square mile town, six miles northwest of Boston, with a population of 45,000. It has a public school system with 6,000 students, in 10 operating buildings, served by 900 employees. It is contiguous to a major highway exiting Greater Boston and readily accessible to the extensive social, cultural and recreational venues of New England. It has a highly engaged network of socially conscious, politically astute, and enthusiastic parents and community members, making this a highly desirable district.

The Arlington School Department is a major component of town government. In Massachusetts, school districts are departments of municipal government and, with the exception of regional school districts (including the Minuteman Regional Vocational Technical School district of which Arlington is a member), they are overseen by school committees with fiduciary and educational responsibilities. As a town department, the Arlington Public Schools share a significant element of fiscal oversight with a town manager, a town Finance Committee, and a Representative Town Meeting.

The Arlington Public Schools (APS) are overseen by an active and engaged school committee of seven members who are recognized as a high functioning governance body with a good understanding of its role and its relationship with the superintendent. The Town of Arlington operates with a town manager; the municipal appropriating authority is a Representative Town Meeting of 252 elected members. Superintendent of Schools Kathleen Bodie will retire in June 2021 after ten years leading the district and following a successful career as an educational administrator in Arlington. Under her leadership, and with the active engagement of the school committee, the town has enjoyed a collaborative relationship

with the board and senior education staff. An examination of student performance data will show that academic achievement is sound, but an achievement gap exists in some key cohorts. Overall, the district has been free from any form of sanction status under the state's rigorous system of accountability, regulation, and punishment.

Relationships with the local collective bargaining units are also described as constructive and respectful. Just as the community is actively engaged in civic life, and process is an important part of local governance, so, too, are the teachers involved in a thoughtful and effective collaboration with the superintendent on most of the important decisions for the education of children. The school committee members are experienced and diligent in understanding their policy making and fiduciary responsibilities, and both superintendent and board members have been good examples of how to work collaboratively.

The Massachusetts Association of School Committees (MASC) has also maintained a close working relationship with APS and is serving as the superintendent search consultant. The level of community engagement was demonstrated by the turnout at focus groups and with the on-line survey. A full summary of all survey responses will be archived with APS for subsequent review.

The district maintains an active web site with links to further general and school-based data.

OVERARCHING THEMES

Feedback from stakeholders has presented several important themes and areas of consensus to guide the search process and new superintendent in the transition and assumption of the next administration.

COVID-19. For the future record, it is important to note that the COVID-19 pandemic dramatically reshaped local school districts from late March 2020 into the summer and most likely into the fall and winter. Getting students back to school in remote learning or in-class format is a major challenge for the faculty and school committee. The possibility of a resurgence of the temporarily tamed disease (in Massachusetts, but not in most of the country) will hover as a cloud over all local public school districts and could affect the superintendent selection process as the community expresses its concern over the health and emotional wellbeing of students, faculty, and families, as well as the cost of returning to class under the special protocols and regulations in place for an indefinite period.

The next superintendent may face such important challenges raised by interviewees and survey responders as:

- Moving back and forth between delivery systems for students and faculty working between the extremes of full return to school and fully remote learning.
- Addressing the effectiveness of the temporary schooling models to maximize the success of instruction on one hand, and compensating for the setbacks that might take place under a disrupted school year.
- Developing budgetary and policy guidance for the school committee and the school district as many governance, operational, and fiscal protocols need to be changed quickly and nimbly.
- Working with the MA Department of Elementary and Secondary Education to mediate the historically troubled relationship between state and local educators.
- Negotiating or renegotiating collective bargaining agreements because of the COVID emergency.

- Earning the confidence of the community to send children back to school and to retain APS as the education vehicle of choice. Currently, Arlington hosts parochial schools for students seeking a religious platform for the children, but the town loses few students to the often-predatory charter schools who often selectively recruit from local districts. Fortunately, Arlington and APS enjoy good relationships with the community and parents in particular.

Support of the Town. Arlington, as was noted, boasts a highly engaged population, an active town meeting, supportive municipal administration and a respected town manager. The town is currently building a new \$291 million high school, having secured 77% of the vote in a 2019 special election to cover the local share of construction. Arlington has also approved a series of fiscal stability plans to finance town and school operations, tied to four separate Proposition 2½ override votes to maintain adequate funding for schools and town services. The most recent operating override, for \$5.5 million, was approved with 68% of the vote during the same 2019 special election that approved the high school building project. This respectful support of the town has been earned as the result of long-term, consistent and transparent government and the success of students. There are, to be sure, areas of great concern, and among them is that many parents who want to engage further or contribute to their children's schools are not always utilized.

Enrollment Growth: During the past eight years, Arlington has experienced a 24.5% increase in enrollment (4,858 in 2012, 6,047 in 2020). The enrollment growth has occurred as families with children have moved into, and remained in, smaller homes and condos that haven't traditionally been occupied by families with children. The town responded with three projects that were not supported by the Massachusetts School Building Authority (MSBA). In 2016, Arlington voters approved a debt exclusion to renovate the mothballed Gibbs School (\$25 million) and add six classrooms to the newly-built Thompson School (\$4 million). The addition of six classrooms to the Hardy School (\$3.5 million) was funded out of the town's FY2018 capital budget, without a debt exclusion vote. Combined with the new high school, designed for 1,755 students, Arlington's expanded facilities should provide sufficient room to educate anticipated enrollment growth through the next decade. The School Committee, municipal officials, and members of the community pointed with pride to the cooperative relationships, and community support, that resulted in the community's broad support of these efforts.

Student Population: The district's enrollment growth, and the surge in housing prices in the region, has been aligned with changes in district demographics. Compared to 2012, the White population has declined from 77.3% to 70.5% of the student body. During that time, there has been an increase in Asian (10.3% to 13.0%), Hispanic (5.0% to 6.1%), and Multiracial (3.6% to 6.8%) students in the schools. 12.7% of students are identified as having a first language that is not English, and 4.8% are English Learners. Arlington parents include a significant number of graduate and post-graduate students, researchers, and high-tech workers from abroad. East and South Asian languages predominate the home languages of English language learners. School Committee and community members have expressed the need to improve connections, and level of services, for students and families from homes where English is not the primary language.

Need for Vision, Imagination, and Creative Thinking: Arlington has functioned effectively for a long time and is not completely distanced from an outdated culture, in some circles, of tolerance of adequacy rather than aspirations for excellence. Members of the community are also aware that there can be, as

part of a culture of contentment, especially among longer-term residents, an absence of initiative, creativity, or even vision. The next superintendent should be able to address the future with sufficient energy to please the larger numbers of new Arlingtonians who want to overcome those areas where contentment and lower expectations exist.

Expectations for Students. Teachers and parents largely outlined their expectations for students as ambitious and rigorous, but several also explained that their prioritization of social and emotional wellness is equally as high. There was a consciousness prevalent that excellence is an important goal, but the community does not want the reputation for pushing students at the expense of their mental health as is the case in some of the other competitive districts. Related to this were the comments from many stakeholders that a culture of contentment works to the disadvantage of students in the middle, or young people who are socially isolated, or students from underrepresented constituencies.

Dedicated and Effective Faculty. Students, parents, and faculty members themselves were unambiguous in commending the faculty in general for their commitment to students and to the district. A long history of patronage-free hiring, professional development, and leadership at the school and district level was cited among the reasons for the respect given to teachers, paraprofessionals, and staff. Responders noted the respect for students, high expectations, and commitment to their jobs as reasons for public support. This was emphasized by students, including recent alumni, who participated in a focus group of their own.

That said, many parents and students recognized that students “in the middle” may not benefit as much as high performers and students with special needs as was noted, above. Teaching quality, while generally commended at all levels had its exceptions, and the responsiveness to parent concerns among individual school administrators, generally commended, was cited by some parents and survey takers as inconsistent.

Communications. The current administration is recognized as thoroughly competent and dedicated to students, but low key and uncommunicative in many respects. Parents and faculty repeated a theme that the next superintendent must have an effective strategy for identifying issues, sharing information on the process of addressing them, and updating the public regularly on developments and key areas of concern. The superintendent was, however, commended on one hand for not upstaging the principals, teachers or students as the most important clients of the public school system. On the other hand, responders want a superintendent who will be visible in buildings, in the community, and with students to bolster the leadership skills one brings to the job.

As the district prepares for its “back-to-school” planning, stakeholders want a lot of information immediately. This is an exceptional crisis, but responders explained that during the year replacement of staff, reassignments, curriculum decisions, strategic planning, and financial issues remain key areas of interest and worthy of updates.

Strategic Leadership in a New Era. The transition provides an opportunity to take a thoughtful view of the future and a clear vision as well as a strategic plan to achieve necessary change around best practices for teaching and learning, using data to make informed decisions, effective use of personnel, program expansion or restructuring, and ensuring that the high school will be well prepared to take

students to college and career given the potential to exploit the excitement of a new high school complex.

Special Education. Responders and a broad consensus of those who participated in focus groups were clear that issues of special education need to be addressed as a highest priority for the next superintendent. Parents and community members were consistent and specific about what they believe are systemic and structural problems that have festered for a number of years. They include:

- Inconsistency among schools as to the access to and quality of special education services.
- Special concerns about service coordination in “transition grades” where changes of schools are required.
- Failures to accommodate the concerns of parents on behalf of their children with special needs. Several participants viewed their status as parents and the services to their children “as afterthoughts.”
- Undue burdens placed on parents in order to secure services for their children.
- Loss of special educators who leave for better paying positions in other districts.
- Equity issues where savvy and economically advantaged families are able to pressure the system or identify alternative services that might not be available to more disadvantaged students.
- Unsatisfactory translation services.
- Lack of a local resource inventory for parents of children with special needs.

These concerns ran the gamut from information sharing with parents, assignment of students within their Individual Education Plans (IEPs), quality of services, and general support. They were frequently echoed by parents in the general focus groups whose children do not require special education services.

However, parents of special needs children and faculty members are deeply appreciative of the faculty who provide direct services to their children and these families see the faculty as dedicated to the students, despite structural and systemic flaws in the administration of special education.

This will be an important area for the superintendent search committee to probe with candidates and for the school committee to prioritize for the next administration. Responders recommended that a strong relationship with parents of special needs children will be important.

School Structure and the New High School. There was general consensus that the current structure of seven neighborhood K-5 elementary schools, one school exclusively for grade 6, a middle school for grades 7 and 8, and a single 9-12 high school represents the best configuration considering the configuration of the district’s buildings. Some special education parents expressed concern about students having to make four transitions to pass from K-12, with an emphasis on SPED services for students passing through the sixth grade.

Arts and Extracurricular Activity. In this period of fiscal uncertainty, many responders commended various academic departments and individual instructors. Students spoke highly of science, math and language arts, but cautioned that students at risk might not feel as strongly. There was general consensus that the arts programs are a high priority with the students and parents and, in a time of economic crisis, they fear that highly regarded programs like music (singing is unhealthful during a virus pandemic) or fine arts, and drama (again, speaking at an audience is a risky practice in a pandemic) might be in peril. The next superintendent was encouraged to be mindful of this concern.

Early Education and Literacy. Parents and faculty put considerable emphasis on early education and the future of the youngest learners. There were helpful citations about source of emerging science on best practices and overall strategies for children. It was strongly recommended that a discrete early education and literacy program be part of a strategic plan for the future.

Equity and Diversity. The face of APS is largely white, including its students and faculty, but a meaningful number of students from underrepresented populations attend the schools. Fellow students note that students of color are at risk of being isolated. In particular, several responders called for special attention to both students who require special education and others who are English Language Learners on the party of the superintendent and principals.

The district has made significant efforts to bring educators of color into the district. Over the past three years, three African-American leaders have been hired by the district (Assistant Superintendent, Chief Financial Officer, Gibbs School principal), but the district's efforts to hire more teachers of color has been a challenge. The school committee views this as a structural problem made worse by the state's requirements for educator licensure, which discourages candidates from out-of-state from applying for jobs in Massachusetts. In response, the Arlington School Committee sponsored a resolution, adopted by the MASC delegate assembly in 2019, calling on the elimination of the testing requirement for licensure.

Teachers and parents called for more training on cultural competency as many examples were cited both in groups and discreetly of how students may feel excluded, disrespected, or ignored. Students believe their teachers are well intended but not always well suited to understand minority students or children at social and economic risk. Several parents note the absence of role models for minority students, and there were frequent examples of inappropriate, however unintentional, remarks or actions that undermine the morale of these children.

There were also some important comments about the equitable distribution of resources. The next superintendent would be well advised to inventory some of the key areas of resource sharing. One parent raised, with the agreement of others, the phenomenon of "opportunity hoarding" that occurs when underrepresented students are inadvertently excluded from activities, higher level classes, or social contact. While the district has eliminated structural barriers to higher-level courses at the high school, the district needs to encourage more students to take advantage of its offerings.

As noted above, the balance between what is provided to the most advanced learners and those in the middle needs investigation. As one responder noted, "Some students are undermotivated, even as they perform adequately. This isn't good."

Student Support. Students emphasize the need for more guidance and counselling services, especially for those "in the middle." They appreciate what they have, but they also fear that students at risk or who are not over-achievers are underserved on the counselling front – a criticism of the pure numbers and not of the quality of guidance or counselling services currently available. Additional information is included in the section on special education.

METCO. Arlington hosts students from the METCO program who are bussed daily from Boston to several suburban communities. This program is supported, but advocates are particularly concerned about the program in light of social distancing requirement on buses and the special strain on students who must learn remotely. There is also concern that these students may find themselves isolated

because they are both minority and “not from here.” Some districts (i.e., Bedford) have an extraordinary and enviable relationship with METCO students and families; Arlington responders were aware of the success of other districts and would like Arlington to strive to emulate proven practices from other communities.

Using Data Effectively. As has been discussed by the school committee and noted by parents with experience in research and change, the district should be making better use of the data it has, or could have, to make informed decisions. In the interest of transparency, more of the available data should be shared with the community. Several parents and school committee members who are expert in use of data and research-based strategies called for better informed decision making. This is also referenced in the section, below, on the superintendency.

Relationship with the School Committee. The superintendent and school committee relationship is frequently misunderstood by the public. The relationship in Arlington is described as one with a high degree of mutual respect. The community sees a committee that embraces its role as a board of directors, in the context of the Education Reform Act of 1993. There is a significant desire to see a stronger line of communication and information sharing between the superintendent and the community. Several responders see the school committee as “the place with the table” at which subjects that are not discussed there may not be presented to the public at all. Others note that the strong relationship between the town and the school system is, in part, due to the engagement of school committee members with community leaders and citizens at large. The credibility of the superintendent and the committee is viewed as a key to approving the budgets, debt exclusions, and operating overrides that have driven the district’s success. The next superintendent should value this relationship.

THE NEXT SUPERINTENDENT

A portion of each focus group was spent on the skills and abilities as well as personal characteristics of the next superintendent. There were several consistent themes. As the chart of prioritizations shows, vision, student-centered and student well-being, student achievement, social justice/anti-racism, communications skills, and the ability to attract and retain high quality educators were the six most highly ranked characteristics cited, followed by skills in organized thinking, collaborative management and distributive leadership (delegation).

Several comments from responders help expand on what teachers, parents, students, community leaders and school committee members are seeking.

It is important to note that the three most highly rated priorities for the next superintendent as identified by more than 1,000 survey takers who ranked their top three factors were a) a visionary to create positive change and growth; b) values the social/emotional wellbeing of students; and c) student academic achievement. In aggregating a single ranking of the three selections, student wellbeing was the top choice.

Here are summaries of the key areas covered in the live focus groups and in the surveys.

An Expert Communicator Who Will Share Information. Communication was a recurrent theme as parents, students and faculty have called for regular and relevant information to be provided throughout the year on matters of interest and concern. They call for a candidate for the superintendency to be able to explain how the person will communicate, the venues and vehicles that will be used, and the frequency with which information will be shared.

Understands School Budget and Finance. Several responders, including municipal leaders, believe the superintendent should understand how a school budget is built and how to explain the financial plan to others. This priority was also tied to strategic planning and cited as a reason for the success of the five-year financial plans: specifically, that planning and budget are coordinated in a coherent way. The state's Chapter 70 funding system, various other sources of revenue including the Special Education Circuit Breaker program, and federal revenues (more important in FY 2021 because of the COVID related stimulus bills, including one still in the pipeline) are important elements of financial planning for the foreseeable future. A superintendent who understands these revenues and can explain them to the public is at a distinct advantage. A leader who can work with the school committee to integrate state and federal funds strategically and collaboratively will be invaluable.

A Good Explainer. Arlingtonians rely on the superintendent to be a prominent civic leader. A big part of this status is in the ability of the superintendent to explain complex concepts to the public, many of whom do not want to hear "eduspeak," condescension, or oblique dodging of answers to important questions. The most successful superintendents are the best communicators who were the best teachers and building leaders.

Overcome Resistance to Change. The next superintendent should be able to explain to the public how that leader will overcome the inevitable resistance to change that permeates many school systems. This was a demand articulated by many parents.

Visible and Engaged in Arlington. Faculty and students want to see and know the superintendent and would like their leader to be a presence at school events and in town affairs. In response to specific questions, few people insist that the superintendent live in Arlington.

Experience as a Teacher/Educator. There was broad consensus that the next Arlington superintendent should have experience in the classroom or directly with students (i.e., counsellor, therapist, or specialist), and they urge the school committee to avoid non-traditional candidates.

Student Centered Leader. As the survey highlights, parents, teachers, and students value a superintendent who will prioritize the needs of students as persons and learners and not as data. Many responders cited student health and emotional wellbeing as a priority and explained that the district has done a good job to date working with students to strive for excellence without inappropriate pressure. However, several comments and student feedback called out for special attention to students in the middle who might be underserved and whom the district may need to focus more carefully.

Understands Value of Cultural Competence and Diversity. Responders and focus group attendees were insistent that the superintendent be experienced in working with diverse groups and can demonstrate experience in hiring and retaining a diverse faculty, serving a diverse student population, and working with community groups serving underrepresented populations. Session participants with special

interest in diversity and cultural competence noted that the candidate must be able to demonstrate specific achievements or met goals in this category.

Understands the Appropriate Use of Data. There was wide recognition that data to inform decision making and to help improve educational practice of teachers and administrators are important, but there were several thoughtful comments about having a superintendent who can also put data in perspective as one of several tools to improve student outcomes.

Advocate for APS, Students and Families. Responders expect the superintendent to be an advocate before the town meeting, but they also want someone who can speak to state and congressional leaders. A strong undercurrent, brought to a new level of discussion by COVID, is the extent to which standardized testing might be reconsidered in light of the loss of instructional time or the disruption of the lives of students, their families, and their teachers.

Intellectually Curious Leader. Stakeholders want a leader who can ask questions, probe around the status quo, and propose new and thoughtful ways to do things differently, *if* change is required, and not just for the sake of change. They would like a superintendent to could inspire students.

Targeting Equity. There were many statements on equity, particularly as it applies to students in the middle. Particular advocacy was made for a superintendent who understands the needs of those in special education and who are English Language Learners, but also for students for whom high expectations are essential but who might not perceive that their teachers share that goal. Also, equity means many things, and knowledgeable responders want a superintendent who will recognize this, integrate this goal into the everyday life of APS, and understand some of the more subtle elements including the cultural, economic, ethnic, and racial factors need to be integrated into the approach, such as, for example, opportunity hoarding.

Maintain Collegiality with the Faculty. Responders explained their goal of having a superintendent who knows the value of the collective bargaining process as a tool for collaboration, and a leader who has a genuine respect for teachers as professionals.

Understands Special Education. As noted above and as explained in detail, the superintendent will need to take on significant improvement in special education services including building a relationship with parents to work on concerns. This will occupy a considerable amount of time in a superintendency transition and will not be allowed to go unaddressed.

Summary of Rating of the First, Second and Third Most Important Challenges Facing the Superintendent

	1 st	2 nd	3rd
Visionary to Create Positive Change and Growth	14.09	8.98	8.61
Values Social/Emotional Wellbeing of Students	13.53	14.59	11.05
Prioritizes Student Academic Achievement	13.15	5.52	3.93
Commitment to Social Justice and Anti-Racism	9.70	6.64	5.71
Effective Communication with Staff, Students, Parents, and Community	6.81	7.11	8.05
Attracts and Retain High Quality Educators	6.62	5.24	6.74
Able to Think Carefully, Specifically, and in Systems-Oriented Fashion	4.76	5.71	5.24
Collaborative Team Manager and Team Leader/Delegate Effectively	3.26	3.46	3.28
Strong Background – Curriculum, Design, Implementation	2.80	5.24	4.87
Experience as Classroom Teacher	2.80	2.53	3.00
Experience Working with Diverse Populations	2.61	3.65	3.75
Strong Organization and Management Skills	2.61	4.49	3.65
Strong Interpersonal and Community Relations Skills	2.61	3.65	4.40
Demonstrates Leadership on SPED	2.33	2.34	2.81
Understands Diverse Points of View and Background	2.24	2.43	4.40
Innovative instructional Methods	2.15	1.78	2.62
Commitment to LGBTQ+ Students and Students of Color	2.05	4.77	5.43
Can Deal Effectively and Fairly with Others	1.96	3.84	4.21
Demands High Level of Performance and Accountability	1.40	3.46	2.25
Experience in Quick, Effective Action in Crisis/Emergencies	1.21	1.22	1.97
Strong Budgeting and Management Skills	0.65	1.31	2.25
Strong Background on Information Technology and Implementation	0.56	1.03	1.03
Experience Managing Construction Project	0.09	0.65	0.37
Prioritizes Standardized Test Scores	0.00	0.28	0.00
Experience in Capital Panning	0.00	0.09	0.09

The on-line survey provided dozens of potential questions for the next superintendent. They will be provided to the search committee for review.



Town of Arlington, Massachusetts

Discussion: MASC Recruitment Brochure

Summary:

- Descriptor of Town and District
- District data and information
- Formal timeline

ATTACHMENTS:

Type	File Name	Description
□ Reference Material	ARLINGTON_2012_BROCHURE.pdf	Brochure
□ Reference Material	Bedford_Brochure_Superintendent_Search_v2.pdf	Bedford Brochure
□ Reference Material	Ham_Wen_and_Lexington.pdf	Ham Wen, Lexington

An invitation to apply

SUPERINTENDENT OF SCHOOLS

Arlington Public Schools
Arlington, Massachusetts



869 Massachusetts Ave.
Arlington, MA 02476
781-316-3500

www.arlington.k12.ma.us

Our Mission The mission of the Arlington Public Schools is to educate students by promoting academic excellence, by empowering students to achieve their maximum potential and by preparing students for responsible participation in an ever-changing world.

COMMUNITY PROFILE

Arlington is a strong, vibrant and diverse community. It has a small town feel, a major source of its strength, yet it is a densely populated area located close to Boston with easy access to extraordinary educational, cultural, medical and recreation opportunities. Arlington offers its residents the quintessential New England experience; from its rich history and role in the Revolutionary War to its early beginnings as a thriving agriculture and mill town. Present day Arlington is a mainly residential community of over 44,000 people.



Arlington is located six miles northwest of Boston. The town is bordered on the north by Winchester; on the east by Medford and Somerville, on the south by Cambridge and Belmont and on the west by Lexington. Arlington is bounded on the south by Route 2, a major transportation route allowing access to Boston and the western part of Massachusetts. Arlington is also a short distance from Interstate 93 and 95. Public transportation is provided through the Massachusetts Bay Transit Authority (MBTA) servicing the Greater Boston area with bus service and a subway system.

The town is governed by an elected board of selectmen and a representative town meeting. The town manager is responsible for day-to-day operations of the local government.

Arlington's residents have a long history of volunteering service to the community through civic, educational and community organizations and programs. The community continues to evolve experiencing rapid growth of a variety of diverse populations. Arlington is a community that values its reputation as safe, caring and family centered.

EOE

COMPENSATION

Salary: \$155,000 to \$175,000 range, commensurate with experience, plus fringe benefits.

APPLICATION PROCESS

The Arlington School Committee welcomes applications from candidates who hold, or are qualified to hold, a MA Administrative Certificate for Superintendent. **Your application materials should include:**

- A letter describing your qualifications, professional experience, and reasons for your interest in the position
- A current résumé
- Three letters of reference
- College or university placement papers and credentials
- Verification that the candidate holds or is qualified to hold a MA Administrative Certificate as a Superintendent of Schools

All materials received will be acknowledged and treated confidentially. Applications will be reviewed by the Search Committee appointed by the Arlington School Committee. All applications and credentials should be sent by **February 4, 2010** to: Glenn Koocher; MASC Arlington Search; Massachusetts Association of School Committees; One McKinley Square, Boston, MA 02109; (617) 523-8454; gkoocher@masc.org

THE SEARCH SCHEDULE 2010

February 4	Deadline for receiving applications and credentials
March 1-4	Screening Committee conducts Preliminary Interviews
March 8-11	Finalist Interviews
March 16	Board appointment

LEADERSHIP PROFILE

The Arlington School Committee seeks a strong academic leader with the vision and the skill to effect positive change in the school system.

Qualities we value highly include:

- Integrity.
- Experienced Educational Leader who is credible and well-respected.
- Academic visionary with a proven ability to articulate a standards-based, yet innovative K – 12 curriculum that sets high expectations for all learners.
- Excellent communication and people skills.
- Ability to handle complex, unanticipated issues.
- High standards and expectations for the staff.
- Systems-oriented manager.
- Ability to work effectively with the town government to strengthen the school system's funding base.
- An excellent understanding of finances.
- Ability to reach out and work well with diverse groups within the town to meet their needs.

Challenges to be met:

- Maintain academic excellence at a time when the district has diminished resources.
- Bring together a community fractured by recent personnel issues.
- Negotiate a contract with the teachers who are currently working without a new contract.
- Work with the community to create a high quality school system with fewer resources than most would like.
- Support continued improvement at two schools that have not consistently met AYP.
- Make effective decisions around staff replacement and retention opportunities that will be arising in the near future.

- Finish the school facility rebuilding effort.
- Play a leading role in a future override effort.

In seeking the best qualified candidate for this position, and taking into consideration the growing diversity in our school system, the School Committee welcomes and encourages candidates from diverse backgrounds to apply.

OUR BELIEFS

- We, as a community, are responsible for providing high-quality education.
- All students can be successful learners.
- Educational experiences should broaden and deepen students' lives.
- High standards must be maintained and valued by the entire community.
- The learning environment must be safe, supportive and welcoming, secure and well-maintained.
- Education must continually adapt to a changing world; it must explore, utilize and support effective new strategies.
- High-quality education requires our commitment, our time and our money.

OUR VISION

Arlington is a community committed to academic excellence and life-long learning.

- Our students will achieve their maximum potential in all academic areas; will be creative problem solvers and productive citizens in an ever-changing world.
- Our students will respect and appreciate themselves and others.
- Our educators will be knowledgeable, inspiring teachers and committed student advocates, who are appreciated and respected.
- Our schools will have all the resources to address the physical, social, emotional and cognitive requirements of all students.
- Our school community will be creating and adapting to effective teaching methodologies and emerging technologies.

- Our physical facilities will be comprehensive education centers that are clean, safe and welcoming to the entire community.

THE SCHOOL SYSTEM

- Dedicated staff of 425 teachers and 37 administrative staff serving a student population of 4,848.
- Seven neighborhood elementary schools, one middle school, and one high school.
- Six of the nine school buildings have been renovated, one school is entering the MSBA design phase, and a study is being completed to make improvements to another.
- Annual school budget of \$44,000,000.
- Elected seven-member school committee that shares a vision for an improved public school system but has been divided over personnel issues.
- Capable, highly motivated and successful students.
- Students are very supportive of one another with a real sense of community.
- High level of volunteerism in the schools, especially from parents.
- Supportive community that values the school system and wants to be helpful.
- High expectations from the community for its schools, students and staff
- Active PTOs and private school foundation that supports the schools.
- Highly ranked elementary schools based on standardized test results, new leadership at the middle school, and the high school is one of 19 silver medal schools in MA according to *US News and World Report*.
- Strong and balanced opportunities for students in academic programs, the fine arts and athletics.
- Administrative team that works collegially and brings experiences from several different school systems to Arlington.
- An elementary reading program that is a model for other districts.
- Teacher-developed common assessments in grades 1-8 that have helped improve instruction.

A UNIQUE OPPORTUNITY

The Bedford School Committee seeks an outstanding, visionary leader to serve as Superintendent of Schools.

The successful candidate is committed to ensuring each student finds his/her/their voice, passion, and talent, grows intellectually, and achieves academically to the top of the student's ability. The candidate has demonstrated the ability to identify student needs and provide necessary intervention and support to ensure success across all student populations. The superintendent is committed to supporting the social and emotional well-being of students, and actively promotes diversity and equity. The superintendent has proven experience developing programs for students with special needs including co-taught models.

The superintendent is an effective communicator, able to share messages about district needs clearly and persuasively with students, staff, families, government officials and the community in a variety of media. Students, staff and families find the superintendent accessible and engaging.

The ideal candidate has experience creating and implementing a district-wide strategic plan, including the development and management of operating and capital budgets aligned with that plan. The superintendent is a leader and mentor to staff, with a demonstrated history of promoting teacher innovation and creating a collaborative environment which provides students with skills for lifelong learning.

Compensation will be competitive.

WHY BEDFORD?

Bedford is a thriving community with a high-performing school system bolstered by strong town support. Bedford Public Schools have enjoyed more than twenty years of stable leadership and a cooperative relationship between school leadership and the School Committee. Our community is small with a diverse student population which enriches the experience of students and staff. The ideal candidate will have the opportunity to build upon Bedford's success while offering fresh ideas and perspectives to move our district forward.

DISTRICT AT A GLANCE

- **2,642 K-12 students** in FY 2020
- Consistently one of Boston Magazine's **top-ranked school districts**, reflecting the Town's **commitment to education**.
- **School Budget:** \$41,844,365 (FY 2020)
- **Bedford High School:** 840 students in grades 9-12, renovation to be completed by 9/2020
- **John Glenn Middle School:** 594 students in grades 6-8, addition and renovation to be completed by 9/2020
- **Lt. Job Lane Elementary School:** 611 students in grades 3-5, addition completed in 2017
- **Lt. Eleazer Davis Elementary School:** 597 students in grades K-2, addition completed in 2019
- **Newly-constructed preschool space** serves 52 students in an Integrated Pre-K special education program at Davis School



PROGRAMMING

- Adhere to class size guidelines which enable a child-centered classroom
- Special education programs in all schools that enable many students with special needs to be educated in-district alongside siblings and neighbors
- Member of the CASE, LABBB and EDCO special education collaboratives
- One of five founding members of the Shawsheen Valley Technical High School
- Extensive art, music, wellness, technology and sports opportunities that are both built into and supplement the regular curriculum
- One of the few Massachusetts communities that does not charge any fees for buses, athletics or other activities



STUDENT BODY

- Our students include approximately 100 students from Boston who participate in the METCO Program and 112 high school students from Hanscom Air Force Base
- One-third of students are persons of color, 18% have a first language other than English, and 7% are English Language Learners.
- 17% of students participate in Special Education programs, and 31% of students have high needs
- 8.7% are economically disadvantaged

MISSION STATEMENT

The Bedford Public Schools will develop skillful, reflective, lifelong learners who think critically and creatively and who are informed, responsible and productive global citizens. The school community will provide a safe, respectful, and inclusive environment in which the unique intellectual, social, ethical and emotional growth of each learner will be realized.

BPS KEY PRIORITIES:

- Continued development of a curriculum focused on student-centered instruction to foster inquiry, creativity and higher order thinking
- Creating inclusive practices that improve each student's sense of belonging, close achievement gaps, and improve conditions for social-emotional learning
- Fostering a collaborative professional culture
- Increasing opportunities for family and community engagement



SCHOOL COMMITTEE: JoAnn Santiago, Chair, Sarah Scoville, Vice Chair, Ann Guay, Daniel Brosgol, J. Bradley Morrison

COMMUNITY PROFILE

Bedford is a flourishing town of 14,000 residents. It is an attractive community to live in, demonstrated by its growing school enrollment. In addition to its outstanding school system, Bedford offers stable property values, prudent fiscal management, and robust public services and amenities. The Town is home to many businesses fostering the growth of innovative technology and life sciences as well as public institutions including Middlesex Community College and Edith Nourse Rogers Veterans Administration Hospital. Bedford is conveniently located near the junction of Routes 95/128 and 3, with access to public transportation.

APPLICATION PROCESS:

Application available at www.masc.org

Application Deadline: Must be received by 3:00 pm EDT Friday, Feb 7, 2020

Appointment Anticipated: Late March 2020

Starting Date: July 1, 2020

Applications can be submitted

- Electronically to amartin@masc.org with the subject line Bedford Superintendent Search, or
- By mail to Attn: Bedford Superintendent Search, MASC, One McKinley Square, Boston MA 02109. For more information contact Glenn Koocher at gkoocher@masc.org or (617) 733-0497.



QUALIFICATIONS:

- Licensed or eligible for licensure as Superintendent of Schools in Massachusetts
- Master's degree required, advanced degree preferred
- Minimum of ten years' experience in education, including experience in classroom, administration and central office settings.

An invitation to apply
SUPERINTENDENT OF SCHOOLS



Hamilton-Wenham Regional School District
South Hamilton, MA

THE SCHOOL DISTRICT

Student enrollment 2019-2020: 1,887 (preK-12)

Budget: FY20: \$35,000,000

School buildings

Hamilton-Wenham Regional High School (9-12)
Miles River Middle School (6-8)
Buker Elementary School (K-5)
Cutler Elementary School (K-5)
Winthrop Elementary School (preK-5)

Administration and staff

Superintendent
Assistant Supt. of Finance and Administration
Director of Curriculum, Assessment and Instruction
Director of Student Services
Director of Maintenance, Facilities, and Operations
Director of Technology
Food Services Director
Human Resources Administrator
Athletic Director
School Principals (5)
Assistant Principals (2)
Teachers (161)
Secondary Curriculum Leaders (7)
Elementary Curriculum Coordinators (2)
School Psychologists (3)
Guidance and Adjustment Counselors (10)
Nurses (5.5)
Technology Staff and Assistants (6)
Paraprofessionals (57)
School Secretaries/Admin Asst./Clerks (19)
Custodians/Maintenance (16)
School Lunch Employees (11)

SALARY AND CONTRACT

- \$180-\$195K; Length of contract: to be negotiated.

Vision Statement

Through the development of an integrated, data-responsive system of curriculum, instruction, assessment and professional development, the Hamilton-Wenham Regional School District will be a world-class learning organization that graduates students who are well-prepared to meet the post-secondary challenges of the 21st Century economy and are engaged members of our global society.

VISIT OUR WEBSITE AT: www.hwschools.net

HAMILTON-WENHAM REGIONAL SCHOOL COMMITTEE

David Polito, Wenham, Chair
Michelle Bailey, Wenham, Vice Chair
Stacey Metternick, Wenham, Secretary
Michelle Horgan, Hamilton, Asst. Secretary
Gene Lee, Hamilton
Peter Wolczik, Wenham
Tai Pryjma, Hamilton

QUALIFICATIONS

- Licensed or eligible for licensure as a superintendent of schools in Massachusetts.
- Master's degree required; advanced degree preferred.
- Minimum of 10 years in education, including teaching, central office and/or administrative experience.

THE POSITION

- The successful candidate will have:
- Demonstrated success in improving and maintaining high academic performance;
- A leadership and communication style that is dynamic, visible, accessible and inclusive;
- Knowledge and experience in school budgeting and capital planning, including fiscal development, implementation, oversight and communication of budget issues to the public;
- Capacity for innovative thinking and openness to new approaches to teaching and learning;
- Ability to foster a culture that supports educators to perform at the highest level;
- Demonstrated knowledge of Special Education programming and its administrative elements.

TIMELINE 2020

February 21 Deadline for submitting applications
February 25 Semi-finalists selected
March 2-5 Semi-finalist interviews
March 9 Finalists announced

March 12-19 School Committee site visits
March 12-19 Finalist site visits/interviews
March 19 Vote to appoint Superintendent
July 1, 2020 Start date

APPLICATION PROCESS

For application forms and information, write:

Dorothy Presser, Hamilton-Wenham Search
Mass. Association of School Committees
One McKinley Square; Boston MA 02109

Telephone: (617) 523-8454

Fax: (617) 742-4125

E-mail: amartin@masc.org



- Complete application information must be received at this location on or before **February 21, 2020**.
- The appointment will be made **on March 19, 2020** with anticipated starting date of **July 1, 2020**.
- For further information contact Dorothy Presser at MASC (see above). **Please do not contact school committee members or members of the school administration.**

HAMILTON AND WENHAM COMMUNITIES PROFILE

HAMILTON

Incorporated in 1793 and named for Alexander Hamilton, the nation's first Treasury Secretary, Hamilton is a rural-suburban town in the eastern central portion of Essex County in northeastern Massachusetts. At the 2010 census, it had a population of 7,764. Currently the town has no manufacturing industry and no industrially-zoned land.

Its location on the North Shore of the state provides easy access to the Atlantic seashore with its reservations, beaches and boating. The town includes many historic houses, pastoral landscapes, and old stone walls that accompany winding tree-lined roads. It also has a rich equestrian heritage, which remains strong due to the influence of the many horse farms and of Myopia Hunt Club, the oldest Polo Club in the United States, which holds frequent equestrian events, including polo most Sunday afternoons. Patton Park, one of the parks in downtown Hamilton, was named after General George S. Patton who dedicated family property in the town as a memorial to the Vietnam soldiers who lost their lives under his command. The homestead is also the inspiration for the school district's mascot, the Generals. Hamilton is home to the interdenominational Gordon-Conwell Theological Seminary and the Pingree School, a private secondary school situated on the town's historic Pingree estate.

Hamilton is closely tied to neighboring Wenham, sharing a school system, library, recreation department, commuter rail station and newspaper. In 2010, the community of Hamilton-Wenham was listed among the "Best Places to Live" by Boston Magazine.

WENHAM

First settled in the 1630s by colonists from Suffolk County, England, Wenham (meaning "home on the moor") was originally part of Salem. The rural, farming community became a town in its own right in 1643.

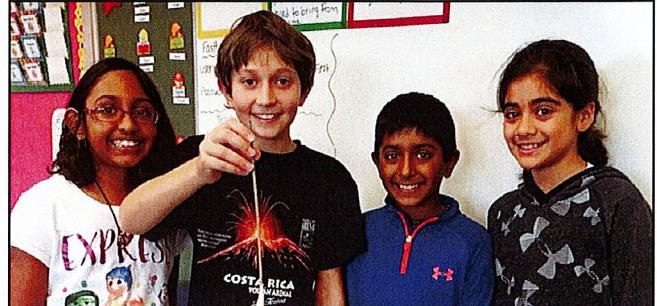
The Industrial Revolution, which changed the face of many Massachusetts towns in the 19th century, passed Wenham by. It remained a small community, with one notable exception. Wenham's ice industry brought the name of Wenham to the notice of people as far away as London, where hotels in the 1850s advertised: "We serve Wenham Lake Ice." Artificial refrigeration and a fire that destroyed the ice house in the late 1800's brought an end to this unique industry. The town remains small and rural with a population of 4,875 (2010 census). The town is also home to Gordon College, a private four-year Christian college and The Academy at Penguin Hall (an independent, all-girls college preparatory school).

The mission of the Hamilton-Wenham Regional School District is to educate children to become young adults who are of good character and demonstrate mastery of the knowledge and skills needed to be successful members of our global economy and engaged citizens of the 21st century.

An Invitation to Apply
Superintendent of Schools
Lexington Public Schools
Lexington, MA

Lexington Public Schools in Lexington, MA seeks an exemplary leader to serve as its next **Superintendent of Schools**. Lexington is a high-performing district that offers rich academic and extracurricular opportunities for students, while being committed to supporting their social and emotional well-being. Community residents are very engaged and supportive of education.

The district is looking for an experienced, visionary leader with the ability to inspire and innovate, create an educational vision that promotes skills for lifelong learning, and maintain high standards of excellence in teaching and learning. The superintendent must demonstrate strong ability and commitment to collaborating with highly-engaged staff, students and community members, supporting the social-emotional needs of students, and embracing diversity. A candidate must have extensive experience in administrative leadership, oversight of operating budgets, and strategic planning for enrollment issues and capital projects.



DESIRABLE LEADERSHIP QUALITIES

Dynamic, Accessible Communicator

- Strong leadership and communication skills
- Accessible to staff, students and the community
- Highly visible and inclusive management style
- Proven experience in leading and mentoring a successful administrative team
- Solid record of fostering a collaborative environment

Visionary Educational Leader

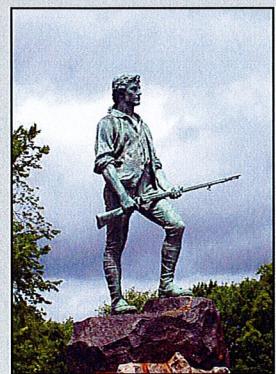
- Dedication to maintaining high-quality academic opportunities for students
- Innovative thinking and openness to new approaches for teaching and learning
- Active engagement in promoting 21st century skills for lifelong learning
- Commitment to supporting and inspiring excellent teaching
- Experience in curriculum development and program management
- Demonstrated knowledge of Special Education programming

Inclusive, Student-Centered Advocate

- Strong advocate in supporting the social-emotional needs of students
- Dedication to creating a healthy learning environment
- Promotion of an overall culture of respect and equality
- Desire to embrace the diversity of our community
- Commitment to meeting the needs of all students

Experienced Administrator & Strategic Planner

- Demonstrated experience with capital planning
- Expertise in managing space and resources for rising enrollments
- Proven experience with strategic planning, implementation and oversight
- Demonstrated skills in budget development and implementation
- Extensive experience with district-wide personnel management



COMMUNITY PROFILE

The Town of Lexington (pop. 32,478) is considered the Birthplace of American Liberty, as it is the site of the first battle of the Revolutionary War. Its residents take great pride in the town's history, celebrating every Patriots' Day with a reenactment of the battle, followed by parades and town-wide celebrations. In addition to its numerous historical attractions, the town hosts an excellent symphony, large conservation areas, the Minuteman Bikeway, numerous high-tech companies, a charming town center, public transportation, extensive community and recreation programs, and a National Park, all just eleven miles from Boston.

Lexington has a long tradition of supporting excellence in its public schools. The system is consistently ranked among the top 5 in Massachusetts, and in 2014 the high school was ranked 19th in the nation by U.S. News. While the district takes pride in its students' many achievements in academics and extracurricular activities, it prioritizes its students' health and well-being. Lexington has developed well-respected special education programs in every school, keeping students in-district whenever possible. The district supports extensive professional learning opportunities for teachers and administrators, including numerous programs on understanding and implementing project-based learning and teaching 21st century skills. In 2014, Lexington Public Schools was selected by the Boston Globe as one of the Top Places to Work.

Because of the many attractive features of the town and school district, Lexington schools are experiencing enrollment growth at every grade level. The community has supported numerous capital projects to increase school capacity and more will soon be necessary, including a new high school. The student population of over 7200 has become increasingly diverse and is now 49.7% white, 37.2% Asian, 5.7% multi-race, 4.1% African American, and 3.3% Hispanic. Lexington welcomes over 250 students from Boston through the METCO program, in which Lexington has participated for over 50 years. Over 60 languages are spoken in the schools and English is not the first language of 26.8% of our students. Lexington is enriched by this diverse population and welcomes and honors all students, always striving to provide academic excellence in a culture of caring and respect.

SCHOOL DISTRICT

Student population: 7,222
High School: 2,222
Middle Schools: 1,810
Elementary Schools: 3,153

School Buildings: 6 elementary, 2 middle, 1 high school

School Budget: \$101,850,333

School Committee Members:

Alessandro Alessandrini, Chair
Eileen Jay, Vice-Chair
Jessie Steigerwald
Kate Colburn
Kathleen Lenihan

COMPENSATION

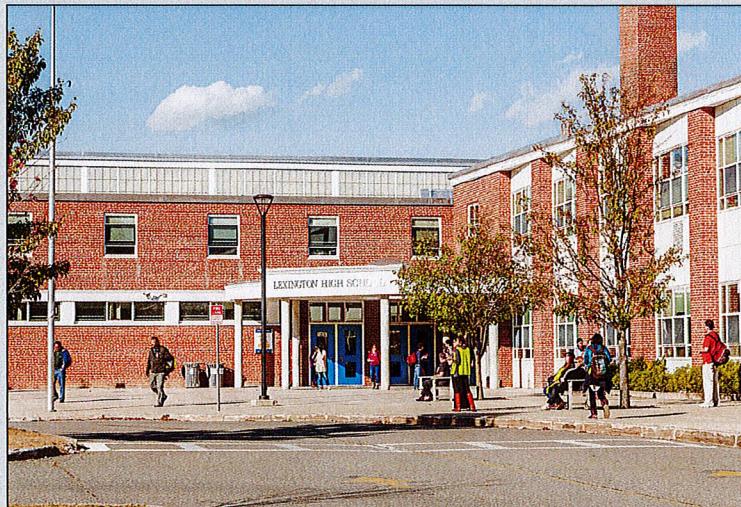
Salary: Compensation will be highly competitive

QUALIFICATIONS

- Licensed or eligible for licensure as a Superintendent of Schools in Massachusetts
- Master's degree required; advanced degree preferred
- Minimum of ten years' experience in education, including extensive administrative and central office experience, as well as classroom experience

APPLICATION PROCESS

Application available at www.masc.org
Application Deadline: December 1, 2017 at 3:00 p.m. EDT
Appointment: January 2018
Starting Date: July 1, 2018



For more information: Glenn Koocher, MASC Lexington Search, Massachusetts Association of School Committees

One McKinley Square, Boston, MA 02109

Phone: 617-523-8454 Fax: 617-742-4125 E-mail: gkoocher@masc.org

When sending email, please include "Lexington Search" in the subject line.

An Equal Opportunity Employer



Town of Arlington, Massachusetts

Screening Committee

Summary:

Size of committee and recruitment of members
Prototypical Search Committee

Committee of Thirteen Members

School Committee Members (3)
Central Office Administrator (1)
Principal (2 – representing different levels)
Teachers (3 – representing three levels)
Parents (3 – representing three levels)
Municipal Government Representative (1)

Optional: Two additional
Special Education Representative (1); as an alternative, one of the parents in the original group could represent SPED.
Citizen representing underrepresented constituency (1) (i.e., minority, ELA, etc.)

This does not rule out encouraging minority faculty or community members to be selected in the upper group.



Town of Arlington, Massachusetts

New Business

Summary:

- Future Meeting Dates



Town of Arlington, Massachusetts

Adjournment



Town of Arlington, Massachusetts

Submitted By: Paul Schlichtman, Chair of the Superintendent Search Subcommittee